

## TWENTIETH CENTURY CHINA

History 367/4 Lec. AA

Winter 1996

INSTRUCTOR: M. Singer

OFFICE: LB-601

TELEPHONE: 848-2401

MESSAGES: 848-2435

CLASS HOURS: Tuesdays 18:05-20:10

### REQUIRED TEXTS

Jonathan Spence's *The Search for Modern China* (on sale at the SGW Bookstore) will serve as course textbook. Additional readings will be assigned in the following source books which are on Reserve at the Webster Library:

Conrad Brandt *et al*, *A Documentary History of Chinese Communism*

J. Mason Gentzler, *Changing China*

Suzanne Ogden, *Global Studies: China* (5th Edition)

Franz Schurmann and Orville Schell, *Republican China and Communist China* (Vols. 2 and 3 of the *China Reader*)

### TERM PAPER

Each student is expected to prepare a thoughtful essay on an aspect of 20th-century Chinese history. The theme and appropriate bibliography should be selected as soon as possible and in consultation with the instructor. The student is expected to read at least four books on the theme that he or she selects and to produce a 15-page critical essay based on the readings. The final typewritten paper must be submitted no later than March 5th, 1996. Later papers will be subjected to an escalating grade penalty.

### FINAL EXAMINATION

There will be a "take-home" examination at the conclusion of the course. The examination questions will be distributed during the class of March 26th and are due in typewritten form, no later than Thursday, April 4, 1996 at 4:00 p.m. in LB-601 (SGW campus).

### GRADING

Examination: 50%      Paper 50%

SCHEDULE OF LECTURES AND READINGS

January 9	Course orientation	
January 16	Historical context	
January 23	The Revolution of 1911 (Spence, ch. 11; Gentzler, ch. 6; CR2, 6-19)	
January 30	The Early Republic, 1912-1917 (Spence, ch. 12; Gentzler, ch. 7; CR2, 20-49)	
February 6	The May Fourth Movement, 1917-1921 (Spence, ch. 13; Gentzler, ch. 8; CR2, 50-86)	
February 13	Soviet Russia in China, 1921-1927 (Spence, ch.14; Gentzler, 193-204; CR2, 87-132; BSF, secs. I and II)	
February 27	The Nationalist Decade, 1927-1937 (Spence, chs. 15, 16; Gentzler, 205-222; CR2, 133-234; BSF, secs. III & IV)	
March 5	The Sino-Japanese War, 1937-1945 (Spence, ch. 17; Gentzler, 223-233; CR2, 237-277; BSF, secs. V and VI)	
March 12	Civil War in China, 1945-1947 (Spence, ch. 18; CR2, 278-371)	
March 19	PRC: Leadership	(PRC Readings: Spence, chs. 19-25; Gentzler, chs. 11-14; Ogden, China #1-#21; CR3, selections)
March 26	PRC: Politics and Ideology	
April 2	PRC: Society and Economy	
April 9	Perspectives on 20th Century China	

# China's Dynasties in Multi-dimensional Perspective

CHOU 1122-256 B.C.

HAN 202 B.C. - A.D. 220

NORTH/SOUTH

T'ANG 618-907

SUNG 960-1279

MING 1368-1644

CH'ING 1644-1911

EXTERNAL RELATIONS	Unorganized "barbarians" no major threat	United China strong and expansive, but Hsiung-nu gradually dominate north	Successive Hunnish & Turkish peoples dominant in north	China again strong & expansive, but T'u-chüeh <i>et al</i> gradually stronger	Increasing barbarian incursions culminate in Mongol conquest of 1279	Reunited Chinese again dominate all of East Asia	Manchus dominate East Asia, gradually sink under European pressure
POLITICAL	Centralized feudal empire, then chaotic wars among regional states	New centralized empire with strong aristocracy, growing emphasis on appointed bureaucrats	Semi-barbarian states in north; Han-style states in south; dominance of great families in government	New united empire; increasingly bureaucratic	Great age of exam-recruited Confucian scholar-statesmen	Bureaucratized monarchy reaches its authoritarian maturity	Ming system perpetuated; gradual decline of vitality and responsiveness
SOCIO-ECONOMIC	Chinese culture saturates area north of Yangtze; wheat, millet, hemp, silk; small regional trade	Gradual Chinese expansion to the south coast; rice and tea; trade across Central Asia	South becomes integrated into Chinese cultural area; neo-feudal social organization	South becomes China's "rice bowl"; grand canal; extensive trade overland and by sea	South becomes pre-eminent social and economic region; great growth of cities and commerce	North China gradually recovers; new crops increase production: cotton, corn, peanuts, sweet potatoes, early rice	Stable. Prosperity gradually undermined by great population growth; appearance of permanent manent, dispossessed class
INTELLECTUAL	Base of political order-Mandate of Heaven; then Confucianists, Taoists, Legalists respond differently to social and political chaos	Imperial Confucian orthodoxy, putting the Confucian spirit into Legalist institutions	Disillusion and ferment; neo-Taoism; Buddhism	Eclectic tolerances; cosmopolitan beginnings of Confucian renewal	Ch'an (Zen) at its peak, but soon obscured by Neo-Confucianism	Generally conservative Chu-Hsi-ism; brief flourish of "idealistic" Wang Yang-ming doctrine	Conservative traditionalism; disdain of ideas of new European intruders
LITERARY	Folk and ritual poetry; historical chronicles; philosophical writings	Emphasis on classical scholarship; rise of great historiographic tradition; poetry in various styles; paper invented	Elegant, highly stylized poetry and prose; beginnings of sophisticated literary criticism	Great age of poetry; also famous essayists and historians; Buddhist writings	Printing extends literacy; poetry, essays, scholarship all flourish	Perpetuation of T'ang/Sung tradition; rise of colloquial literature: drama, short stories, novels	Great historical scholarship; otherwise conservative traditionalism
ARTISTIC	Bronze ritual vessels	Bronze mirrors; painted tomb tiles; clay figurines	Buddhist statuary and grotto paintings	Beginnings of great porcelain and landscape painting traditions	Lustrous monochrome porcelains; great age of painting; especially landscapes	Polychrome porcelains—especially blue & white; further development of Sung painting tradition	Conservative traditionalism

# How to write a Research Paper

There is no great mystery involved in producing a successful term paper. It is basically a question of learning to organize your time and materials effectively. The steps outlined below can serve as a guide in preparing your next essay.

## I. START EARLY

Begin working on your essay as soon as the assignment is given. Profit from the time at your disposal to do your research and writing at leisure. Remember that waiting until the final moment to begin your project means that library materials will be at a premium and you will be pressured by other assignments.

## II. SELECT A TOPIC

Keeping in mind the guidelines your instructor has set down for the assignment in terms of length, subject matter, types of sources, etc., choose a topic you would be interested in pursuing. Your next step is to verify at the library that there is sufficient material to support your choice. If not, discard your topic and adopt a more realistic one.

## III. NARROW THE TOPIC

Do not fall into the trap of selecting a topic that is so broad you would have to write a book to do it justice. Limit your topic to one particular aspect that you will be able to treat thoroughly within the prescribed limits of your essay. Background reading in a general or specialized encyclopedia will give you a clue as to the subject's natural limits and divisions. The reference librarian can direct you to the encyclopedia that will be appropriate to your particular needs.

## IV. COMPOSE A TENTATIVE OUTLINE

Roughly organize your thoughts on paper to give direction to your reading and note-taking.

## V. GATHER SUPPORTING MATERIAL

Take advantage of the library's varied resources.

- a) Check the subject catalogue for books on your topic.
- b) Consult the periodical indexes to locate articles.
- c) Request the advice of your instructor and the reference librarians. They may be able to direct you to other valuable sources in your subject area.

## VI. TAKE NOTES

Do not go overboard when taking notes. Avoid the temptation of copying down everything you read. Limit your notes only to those items that are directly related to your topic and are not generally known. It is a useful practice to record your notes on index cards, citing only one fact or idea per card and the relevant source and page.

For each source that you consult, be sure to take note of the publication data. Accuracy at this stage saves time and aggravation when compiling your footnotes and bibliography. For a book, mark down the author, title, place of publication, publisher and copyright date. For an article from a journal, take note of the author, title of the article, title of the journal, volume number, date and inclusive page numbers.

## VII. DRAFT A FINAL OUTLINE

Map out your approach to the essay by composing a detailed sentence outline. First, compose a thesis sentence. This one sentence is the most important one of your entire essay so be sure to phrase it carefully. A thesis sentence clearly communicates the subject of your essay and the approach you are going to take to it. It is the controlling factor of your essay to which all information that follows must relate. Secondly, group and regroup your notecards according to the various aspects of your topic until you find a sequence that seems logical for your essay. This can serve as the basis for your outline.

## VIII. WRITE A ROUGH DRAFT

In writing a rough draft you are striving for a flow of ideas. Write non-stop using your final outline and organized notecards as guides. Do not worry about correct spelling or punctuation at this stage. Remember that the purpose of a rough draft is to see if you have a logical progression of arguments and sufficient supporting material.

## STUDENT DATA SHEET

**COURSE** \_\_\_\_\_ **SECTION** \_\_\_\_\_ **TERM** \_\_\_\_\_

[illegible]

**ADDRESS** \_\_\_\_\_

TELEPHONE		
	DAY	EVENING

UNIVERSITY STATUS		
	DEPARTMENT	PROGRAM

CREDITS COMPLETED \_\_\_\_\_

**HISTORY COURSES COMPLETED** \_\_\_\_\_

**REASONS FOR TAKING THIS COURSE**\_\_\_\_\_

**SPECIAL INTERESTS** \_\_\_\_\_

## SPECIAL PROBLEMS